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ABSTRACT

The document describes a program to enlarge, through inservice training workshops, the pool of individuals available to provide appropriate services for multiply handicapped students in various communities and at residential schools. Outlined are plans for providing training courses to collaborative service coordinators, non-education professionals, direct care staff and paraprofessionals, and parents. (SBH)

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AN IN-SERVICE TRAINING PROGRAM FOR SERVICE PROVIDERS WORKING WITH MULTIPLY HANDICAPPED LEARNERS

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A Training Program for Service

Providers Working with Multiply Handicapped Learners

Recent state and federal legislation has brought about significant changes in special education. A critical aspect of these changes has been the zero exclusion provisions which require States and LEAs to be responsible for providing services to all handicapped children. As a result, many children who previously were excluded from services are entering the educational process. One such group of children is the multiply handicapped. Traditionally, these children have received little or no formal education. Those who did receive services were usually required to live within state residential facilities.

The education departments of the various state residential facilities currently serve, to varying degrees, most of the multiply handicapped who receive services. In the past, the multiply handicapped have usually accounted for only a small percentage of the residential school population; however, these schools are currently experiencing, as a result of de-institutionalization efforts, a shift in resident population from the moderately to the severely and multiply handicapped. Therefore, each year, there is an increasing percentage of students in residential schools who are multiply handicapped. At the same time, many local education agencies (LEAs) are beginning to provide services for multiply handicapped students through educational collaboratives or intermediate districts.

To meet the needs of this multiply handicapped population, the residential schools and the communities are presently in the process of restructuring their educational and training programs. For most this means major revisions of curriculum and physical plant. Despite unique requirements, most residential school education departments and the communities support the concept that, whenever possible, learning experiences for multiply handicapped children should take place in or near the home community. This orientation reflects the current educational premise that to provide a student with maximum educational opportuntiies, it is necessary to eliminate any unnecessary isolation from the normal educational program. To meet self help and academic needs while ignoring the critical effect of a normalized environment on psycho-social development is no longer an acceptable educational policy.

Although communities may accept the responsibility for the education of these students, they have had considerable difficulty in finding professionals to establish and conduct locally based service programs. Frequently the vast majority of appropriately trained and experienced professionals are employed within the residential schools. But, even the residential schools often do not have an adequate number of trained professionals and para-professionals to provide appropriate services. Therefore, a prerequisite of the participation of multiply handicapped students in community based programs is the training or retraining of additional administrative and direct care professionals and para-professionals.

The speed at which multiply handicapped students can be integrated successfully into community educational experiences will be proportional to the effectiveness of inservice training programs. Until trained professionals and para-professionals are available, children will once again be restricted not by their behaviors, but by an incomplete delivery system.

Major Program Objectives: This program's objective is to enlarge, through inservice training workshops, the pool of individuals available to provide appropriate services for multiply handicapped students in various communities and at residential schools. These students can only receive these services if trained professionals, para-professionals, and parents are available to establish, administer, conduct and monitor a comprehensive service delivery network. Some of the elements in this network include classrooms, community residences, recreation programs, home or hospital programs, etc. Among those whose input is required to implement a comprehensive service network are administrators, teachers, aides, and parents.

Since multiply handicapped students generally only account for a small percentage of a community's total student enrollment, the most efficient manner of serving them, as well as other low incidence handicaps, has often been through educational collaboratives, intermediate school districts, etc. Such organizations, serving low incidence handicaps have been in existence since the early sixties. However, the real emphasis for collaboration

has come about as a result of recent legislation requiring a free public school education for all children.

Apart from the community, professionals and para-professionals required to provide appropriate educational services, it is necessary to train staff to supervise residential activities and parents to conduct home activities. Although most multiply handicapped individuals still live in residential facilities, it is anticipated that many will eventually move into community residences. Collaboratives are again, as with educational activities, a potential organizational focal point in the development of a residential service delivery program. However, presently it is necessary to remedy a situation in which a large percentage of the residential school direct care staff are not able to provide appropriate services to their multiply handicapped students.

ACTIVITIES

Since the need for trained service providers is immediate and since it will take the training institutions years to prepare the necessary personnel, an intensive retraining effort is necessary. One alternative for preparing these personnel, is a series of special training courses conducted at the various residential schools. The choice of residential schools as training sites is suggested because they contain both the most professionals with hands on experience and the children with which to provide the trainers with hands on experience. Specific training courses will be designed for:

* collaborative services coordinators
* teachers and aides
* parents and houseparents
* state school direct care staff

Collaborative Service Coordinators

This aspect of the program is intended to train collaborative service coordinators. This is a primary target group because collaboratives need to have administrators trained in establishing and maintaining a service network for multiple handicapped students. These people are responsible for organizing evaluations, securing funds, hiring staff, etc.

The collaborative coordinators will be trained by the program through cooperative agreements with their specific collaboratives. Each collaborative will be required to sign an agreement stating

that they will employ the trainee upon completion of the training course. The collaboratives will be required to recruit the trainee(s) that will represent their specific collaborative.

The training curriculum for the collaborative coordinators will consist of two major sections; first, a formal learning experience and second, work experiences in various settings serving multiply handicapped children. The didactic learning experience will be divided into two sub-sections, each designed to help the trainee to acquire specific skills. One sub-section will encompass administrative skills while the other will concentrate on direct service skills. The training activities will be clustered about the following topics:

Administrative Skills

General Introduction to State/Federal Mandates: Background on state services to handicapped children. Historical development of the various laws and existing policies as they relate to the multiply handicapped.

State/Federal Regulations and Policy Statements: Overview of the regulations and policy statements that explained controversial sections of the regulations.

State Government: Human Service and Education Delivery Systems: Overview of the State Agencies involved in serving children, especially the State Department of Education.

State Residential School Funding: State procedures for funding programs for institutionalized students.

State IEP Procedures: The functioning of a team to obtain educational plans.

State Residential School Service Delivery Network: Procedures established for monitoring programs for institutionalized children.

Regional Offices: The role of regional office staff, especially those relating to services for the multiply handicapped.

Collaborative Arrangements: The background of collaboratives, existing collaboratives, and an introduction to operations.

Community School Placement Procedures: Approaches to working with communities in placing children in local school programs.

Local Education Agencies: Local towns or cities have many problems with implementing deinstitutionalized programs. An understanding of those problems and their students.

State Rehabilitation Commission: What are the mandated responsponsibilities of the Commission and how do they interfere with state special education programs.

Mental Health - Institutional and Community Services: How do Department of Mental Health mandates, responsibilities, institutional functions and local services interfere with special education?

Community Residence: How are community residences established, funded, staffed, etc.?

Federal Funds: What types of federal funds are available to severe and multiply handicapped children?

Grant Writing: Procedures for evaluating requests for proposals and federal regulations as well as hints on actually writing grants.

College Training Programs for Personnel: What efforts are universities making to provide professionals and para-profesionals to serve multiply handicapped children?

Training People Through Universities: Procedures and contact people for establishing college-based inservice training programs.

Personnel Functions: Recruitments, Interviews: How to recruit, interview, and select staff volunteers for various functions?

Operations of Vocational Workshops: How are workshops established, organized, etc. How are students placed in these facilities?

Private School Placements: Procedures for placing children in private school placements.

Parent's Role: How do parent's rights and parent's organizations affect the educational evaluation and planning process?

Future Goals: What changes can be expected in special education during the next five years (state and national)?

Direct Service Skills

* Attitudes toward multiply handicapped students.
* History of education efforts for multiply handicapped.
* Theories of learning as they relate to multiply handicapped.
* Thinking about teaching.
* Establishing a classroom program: the interaction between teaching and children.
* Goals of classroom structure.
* Alternative approaches to classroom structure: play therapy.
* The physical setting.
* Procedures for individual instruction.
* Procedures for group instruction.
* Supportive activities: music activities, gym activities, pool activities, art activities, physical therapy.
* Assessment: medial aspect, educational aspect, social aspect, emotional aspect.
* Determining reward preferences.
* Using tokens and other rewards.
* Instructional procedures.
* Moving the student from individual to group instruction.
* Procedures for successfully coping with behavior disorders.
* Vocational training programs.
* Operating audio/visual aides.

The work experience section of the training program will also be divided into two sub-sections. Initially, work experience will involve training at various direct service facilities. Facilities projected to be involved in the component of the program include:

* state school classrooms/residential units
* group homes

* community programs
* vocational workshops
* hospital programs (pedaitric nursing homes)
* private schools

After the trainees have participated in these direct service activities, they will be assigned to various administrative offices to acquire experiences that will assist them in aspects of establishing and maintaining comprehensive service networks. These administrative experiences will culminate in two weeks of supervised work experience in an existing collaborative program.

It is expected that as a result of these didactic and work experiences, the Coordintors will develop the following competencies:

1. name and explain specific education laws, regulations and policy statements.
2. explain the relationship between Human Service and Education delivery systems.
3. identify the components of the Department of Education and explain their function.
4. explain the interagency relations and internal organization of the Division of Special Education.
5. explain the function of the State Residential Schools.
6. describe the state special education IEP process.
7. describe the function of the regional offices of the Department of Education.
8. describe the organization and function of collaboratives.
9. describe the function of Local Education Agencies.
10. describe the function of the State Rehabilitation Commission.
11. explain the establishment and operation of community residences.

12. identify potential funding sources, both federal and state.

13. write grant proposals

14. describe interviewing and staff selection procedures.

15. identify the instructional material resources available in Massachusetts and nationally.

16. describe alternative procedures for evaluation of service delivery programs.

17. describe the establishment and operation of vocational workshops.

18. describe the porcedures for placing students in private schools.

19. describe the parents' role in special education.

20. explain the history of special education in the state.

21. describe the procedures for organizing a classroom program.

22. describe the procedures for establishing individual instruction within a classroom program.

23. explain the fundamental principles of behavior modification and their instructional ramifications.

24. describe alternative procedures for determining a student' reinforcement preferences.

25. explain the procedures for establishing a token economy.

26. describe procedures for successfully coping with behavior problems.

27. demonstrate the ability to use audio/visual aides.

Each year, two groups of collaborative coordinators will be trained. The two training periods will be September - December and January - March. Training will be coordinated by the program staff, and conducted by experts in each of the topics. Graduate credits will be arranged through a local college.

Since most of the topics to be covered are new, there are few training materials available. The essential ingredient in the training will be the lecturers. These will be people that are directly involved in the design and implementation of programs for special need students. However, certain materials will be recommended and available to the trainees, these include:

Audette, R.H. The Core Evaluation Manual. Bedford, Massachusetts: Institute of Educational Services; 1975.

This manual outlines the procedures and forms to be used in the Core Evaluation Process.

Braginsky, D., & Braginsky, B., Hansels and Gretels. New York: Holt, Rinehard and Winston, 1971.

Copeland, K. (Ed.), Aids for the Severely Handicapped. New York: Grune and Stratton, 1974.

EdCo. Approaches to Collaboration. Boston, Massachusetts: Department of Education, 1975.

Gunn, L. (Ed.). Outreach: Replicating Services for Young Handicapped Children. Chapel Hill, North Carolina: TADS, 1975.

Hackney, H. & Nye, S. Counseling Strategies and Objectives. Englewood Cliffs: Prentice Hall, 1973.

Hart, D. Manual of Alternative Procedures: Motor Development. Medford: Massachusetts Center for Program Development and Evaluation, 1977

This manual provides the following type of information relating to specific motor objectives: instructional sequences; tactics for motor instruction and references of helpful books, articles, media, etc.

Immegart, G. & Pilecki, F. An Introduction to Systems for the Educational Administrator. Reading, MA: Addison - Wesley, 1973.

Martin, R. Legal Challenges to Behavior Modification. Champaign, Illinois: Research Press, 1975.

Massachusetts Department of Education. Chapter 766 Regulations. Boston: Massachusetts Department of Education; 1975.

Massachusetts Department of Education. Parent and 766. Boston: Massachusetts Department of Education; 1976

This pamphlet details the Core Evaluation process and explains parents' rights and responsibilities at each step of the process.

McCormack, J. et al. Educational Evaluation and Planning Package Volumes 1 & 2. Medford: Massachusetts Center for Program Development and Evaluation: 1976.

McCormack, J. et al. Manual of Alternative Procedures: Activities of Daily Living. Medford: Massachusetts Center for Program Development and Evaluation: 1977

This manual provides the following types of information relating to specific ADL objectives: instructional sequences; tactics for ADL instruction and references of helpful books, articles, media, etc.

McCormack, J., Chalmers, A., & Gregorian, J. Systematic Instruction of the Severely Handicapped. Medford: Massachusetts Center for Program Development and Evaluation, 1976.

This book details assessment procedures, explains the development of instructional sequences and provides over fifty actual instructional sequences.

National Advisory Committee on the Handicapped. The Unfinished Revolution: Education of the Handicapped: Washington, D.C.: Health, Education and Welfare, 1976.

This pamphlet outlines the Federal government's role in the education of the handicapped, past, present, and future. Emphasis is put on the expected effects of PL 94-142.

Rusk, H. Rehabilitation Medicine. Saint Louis: C.V. Mosby Company, 1971.

Wolfensberger, W. Normalization. Toronto, Canada: National Institute of Mental Retardation, 1972.

Workshops for Non-Education Professionals

To assist in the development of the support elements of the service delivery network necessary for the movement of multiply handicapped students from state residential to community programs, a series of workshops will be conducted for non-education professionals (doctors, nurses, social workers & community teachers) who are directly or indirectly involved with services to the multiply handicapped. The following workshop options will be offered during the year.

* 2 one weekend sessions (Friday night, Saturday and Sunday)
* 3 six week (one evening per week) sessions

These workshops will focus on attitudian issues. They will provide information relating to issues such as the history of segregation of handicapped, current trends in the education/training of the multiply handicapped, and legal issues. The emphasis will be put on demonstrating how the multiply handicapped can benefit from educational/training services.

Workshop for Direct Care Staff and Para-professionals

Few residential school direct service staff and collaborative para-professionals have formal training related to the education and care of multiply handicapped students. During the transitional period from residential school to community programs, while multiply handicapped students will continue to reside at residential schools, it is necessary that the staff

receive appropriate in-service experiences. To assist the institution, the project will provide ten three-day consecutive workshops (approximately one per month) for new staff. These workshops will also be open to community para-professionals. They will concentrate on the following skill areas: self help skills, leisure time skills, motor development skills, and social skills.

Parents Training Workshops

It is desirable that, whenever possible, multiply handicapped student who are leaving the state school for education experience also be able to reside near their new school. There are two major possibilities, although others exist, with regard to this: first, for the student to live in a collaborative operated, state operated or privately operated community residences, and second, for the student to return to his parent's home (or foster parent's home). Although return to the parent's home is the option preferred, it should be recognized that most multiply handicapped students are institutionalized because parents have found themselves unable to provide for their needs.

To help the parents feel more competent at assisting their mutliply handicapped student's, a series of parent workshops will be conducted. Although these training workshops for parents may not result in a large number of students returning to their homes, it is likely the parent's increased feelings of competency will result in an increase in athe amount of time the families

spend with the students in activities such as visits to the institution, visits to the home, etc. These workshops will also be open to parents who have multiply handicapped students at home (never institutionalized) and who require assistance.

During the year, there will be five six session workshops (one evening per week) and one six session workshop (Saturday morning). These workshops will concentrate on the development of the parents' skills in training their child in the areas of self help skills, motor development, and leisure time as well as the elimination of disruptive behaviors.